



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Subsidiary Level

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ENGLISH LANGUAGE

8693/01

Paper 1

October/November 2008

MARK SCHEME

Maximum Mark : 50

IMPORTANT NOTICE

Mark Schemes have been issued on the basis of **one** copy per Assistant examiner and **two** copies per Team Leader.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME FOR 8693 ENGLISH LANGUAGE

Paper 1 (Passages for Comment)

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

AS ENGLISH LANGUAGE 8693/1: PASSAGES FOR COMMENT

Assessment Objectives:

- ability to read with understanding written material in a variety of forms, and to comment on its effectiveness
- knowledge and understanding of features of English language
- ability to write clearly, accurately and effectively for a particular purpose or audience

Each answer is marked out of a total of 25.

- 15 marks are available for part (a) — commentary on use of language in the passage
- 10 marks are available for part (b) — directed writing task based on the passage

Each part is marked in accordance with the following general marking criteria.

General marking criteria

Part (a): Commentary

Marks

- 0-1 The response is brief or fragmented and/or misses the point and focus of the question, resulting in error and confusion. Expression is uneven and inaccurate.
- 2-3 The response has some relevance, and is presented as a series of points rather than a line of argument. There is a certain lack of clarity and depth; ideas may be touched upon but are undeveloped; some points are raised about features of style and language which may not be related to the ideas. There are problems with the candidate's own style and accuracy.
- 4-5 A basic understanding of content and ideas is shown, developed into a simple argument. The answer may rely on generalisation and description with some limited grasp of the significance of features of style and language. Expression is generally clear.
- 6-7 Some evidence of engagement with ideas is developed into an argument with appropriate reference to features of style and language and ability to explain their significance. The answer may tend to drift in and out of focus and/or remain undeveloped in part, but will succeed in conveying a view of the passage. Expression will be adequate.
- 8-9 A consistently engaged response. An argument is developed and sustained showing a grasp of ideas and an understanding of how stylistic and linguistic features are used to produce meaning. Clear and sound expression.
- 10-12 A proficient response showing understanding in detail and depth of style and linguistic features and their role in producing meaning. A perceptive sense of possible implications; a degree of personal response. There may be some telling and sensitive phrasing. Expression and accuracy are good.
- 13-15 A detailed, yet possibly concise, sensitive and discriminating awareness of ideas, style and language supported by perceptive analysis and close textual references. Generally fluent and mature expression.

Part (b): Directed writing task

Marks

- 0-1 Confused and unfocused sense of purpose, context and audience. Wholly inappropriate language and style. Work may be brief or fragmented and expression very limited.
- 2-3 The beginnings of an answer, but limited by an inappropriate sense of style, purpose and language. Expression and accuracy may be limited.
- 4-5 An adequate attempt but marked by an inconsistent and uneven sense of purpose, context and style. Generally sound expression and accuracy.
- 6-7 A clear and informed sense of purpose, context and relevance supported by a reasonable attempt to use language appropriate for the task.
- 8-10 A perceptive recognition of context, audience and purpose supported by a good range of appropriate vocabulary and expression suitable for the task.

Responses at the top of this band will be persuasive and confident, supported by a consistent, and at best personal, engagement with context and purpose, using fluent and accurate expression accompanied by a strong sense of audience.